



Rewarding Learning

**General Certificate of Secondary Education
2015**

Learning for Life and Work: Modular

Unit 4

Personal Development

[GLW51]

FRIDAY 8 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to the candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Assessment objectives

Below are the assessment objectives (AO) for GCSE Learning for Life and Work.

Candidates must:

- demonstrate their knowledge and understanding of Learning for Life and Work (AO1);
- apply their knowledge and understanding of Learning for Life and Work (AO2); and
- investigate, analyse, select, present and evaluate information related to Learning for Life and Work (AO3).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their markings giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark scheme

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the "best fit" bearing in mind that weakness in one area may be compensated for by strength in another.

In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written response is limited.

Level 2: Quality of written response is appropriate.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

[0] marks – will be awarded if the response is not worthy of credit.

AO1

Level 1 (Limited): The candidate's knowledge and understanding of the content is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2 (Appropriate): The candidate's knowledge and understanding of the content is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 (High): The candidate demonstrates a high level of knowledge and understanding of the content. Relevant material is organised and presented with a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2

Level 1 (Limited): The candidate's application of knowledge and understanding of the content is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2 (Appropriate): The candidate's application of knowledge and understanding of the content is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 (High): The candidate demonstrates a high level of ability to apply knowledge and understanding of the content. Relevant material is organised and presented using a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO3

Level 1 (Limited): The candidate's ability to demonstrate the skills is limited. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2 (Appropriate): The candidate's ability to demonstrate the skills is generally appropriate. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3 (High): The candidate demonstrates a high level of ability to apply the skills. Relevant material is organised and presented using a very good form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is utilised in the relevant contexts and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

Section A

AVAILABLE
MARKS

- 1 (a) **One** from poor budgeting, business failure, poor health, addiction (drug, alcohol, gambling), overspending, redundancy, divorce, increase in family size, loan shark, not enough money, bills, wasting money on unnecessary items.

Or any suitable alternative

(1 × [1])

AO1 [1]

- (b) Any **one** from the following suggested answers:

- Can be used in case of emergencies to pay for an unexpected bill/repair, e.g. car
- Authorised overdraft from the bank/building society will allow a person to borrow money cheaply to pay for goods if they haven't got enough money in the bank account/extra money to use to buy items
- Help to build their credit rating for the future, e.g. for a credit card/mortgage

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(1 × [2])

AO1 [2]

- (c) Any **one** from the following suggested answers:

- People may use credit cards to pay for goods even if they don't have the money, e.g. television, computer but still need to pay for the goods when their monthly bill arrives
- Credit cards are more secure and safer than carrying around large amounts of cash that could be lost or stolen
- Retailers accept credit cards when making purchases which is very convenient if you don't have cash
- Internationally accepted and can benefit travellers if they don't have the money to spend while on holiday or need access to additional cash
- Able to make purchases when you don't have the money at expensive times of year, e.g. Christmas time or special occasion, and pay the money off in one instalment or over a period of time
- Some credit card companies offer rewards such as air miles/cash back/points to encourage people to take a credit card and use it regularly
- Protected if you use a credit card and the company you purchased the item/holiday, etc. goes into bankruptcy
- Pay for goods on eBay/internet and if you don't receive the item you purchased you can claim the money back off your credit card

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(1 × [2])

AO1 [2]

5

2 (a) **One** from smoking, poor diet, excess alcohol, eating junk food, taking drugs, lack of exercise/eating disorder/obesity

Or any suitable alternative

(1 × [1])

AO2 [1]

(b) Any **one** from the following suggested answers:

- Provide opportunities for young people to meet and develop friendships through classroom activities/school trips
- Extra-curricular clubs will allow young people to communicate (talking and listening) about a common interest
- Outside classroom (break/lunch times) allow young people to develop conversational skills/speak/interact/listen
- Schools teach students to learn and accept constructive criticism which will help them in later life and future careers
- Speak/interact giving the young person the confidence to express themselves

Or any suitable alternative

Up to [2] marks depending on the detail of the explanation

AO2 [2]

(c) Any **one** from the following suggested answers:

- School curriculum can support teaching students lessons through a variety of subjects on diet and nutrition
- Healthy eating policy may include banning vending machines/fizzy drinks and replace with healthy drinks, snacks and water
- School cafeteria should provide a choice of nutritious and fresh food rather than greasy food such as chips and burgers
- Outside agencies/guest speakers could visit the school for a special assembly/lessons to talk about the benefits of eating a healthy diet
- Posters – eye-catching/raise awareness of healthy foods to eat/ consequences of unhealthy diet

Or any suitable alternative

Up to [2] marks depending on the detail of the explanation

AO2 [2]

AVAILABLE
MARKS

5

3 (a) Any **two** from the following suggested answers:

- Parents/family
- Friends
- Absent father
- Vouchers/coupons
- Educational Maintenance Allowance
- Government benefits/child benefit
- Organisations/Sure Start/Women's Aid

Or any suitable alternative
(2 × [1])

AO1 [2]

(b) Any **two** from the following suggested answers:

- Teach the child how to share with other children through birthdays parties/playing games at home
- Teach the child how to share through family activities such as mealtimes, taking turns for watching television programmes etc.
- Teach manners such as please, thank you when asking or returning items borrowed
- Lead by example to show the child values such as honesty, respect, responsibility, patience, forgiveness and generosity/charity

Or any suitable alternative
[1] mark for the correct identification
[1] mark for the accompanying explanation
(2 × [2])

AO1 [4]

(c) Any **two** from the following suggested answers:

- House clean to avoid illness/bugs spreading around the home
- Keeping the child free from dangers around the home, e.g. objects locked out of the reach of children such as medicines/domestic cleaning liquid
- Keep hazardous materials/bleach out of reach to avoid child drinking
- Locking doors to prevent a child running out into the street where cars may not see them due to their height
- Stair gates to prevent the child from falling down the stairs and injuring themselves/railings/fireguards

Or any suitable alternative

[1] mark for the correct identification

[1] mark for the accompanying explanation

(2 × [2])

AO1 [4]

10

AVAILABLE
MARKS

Section B

**AVAILABLE
MARKS**

Source Based

4 (a) Answers may include reference to any of the following:

- Sports clubs such as netball or rugby because they support other team members as part of a sporting game/feel good about themselves
- Being voted onto the student's council will give the young person a sense of responsibility knowing other class members have voted for them
- Being voted onto the students' council and having the confidence to represent others and their viewpoints
- Examination success will help to develop a young persons self-esteem to further studies/career prospects/to accomplish something

Or any suitable alternative

Up to [2] marks depending on the detail of the explanation

(2 × [2])

AO2 [4]

(b) Answers may include reference to any of the following:

- If the victim is afraid to speak to someone from school, for example a form teacher, they could speak on their behalf to help resolve the incident
- Victim could block the number to prevent further bullying/reassurance
- Encourage the victim to contact/talk to an organisation such as Bully Busters, ChildLine, Beatbullying, Kidpower that can give advice and help with the bullying experience
- Encourage the victim to stick up for themselves as much as possible and don't let the bully make their life difficult/ignore/don't give them attention
- Encourage the victim to talk to their parent/parents who may challenge the parents of the bully and prevent more text bullying
- May contact the police on behalf of the victim to help deal with the problem and prevent the text bullying
- If the young person is afraid their friend could speak/challenge the bully

Accept any valid alternative

Or any suitable alternative

Award **[0]** for responses not worthy of credit

Level 1: ([1]–[2])

Answers may repeat a few points set out in the source with limited explanation. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that intended meaning is not always clear.

Level 2: ([3]–[4])

Answers may identify some of the points listed in the source and provide appropriate explanation. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3: ([5]–[6])

Answers will identify most of the points listed in the source and provide a detailed explanation. Relevant material is organised and presented using an appropriate form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is used in the relevant context and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO2 [6]

AVAILABLE
MARKS

10

5 Answers may include reference to any of the following:

AVAILABLE
MARKS

Positive

- Famous celebrities may act as role model(s) and to have a look/image wanted by a young person which may encourage them to diet
- A young person may suffer from peer pressure due to their body image and want to diet to have a better body shape to fit in with the crowd/peer pressure
- The young person may have a health issue and may have been given medical advice from a GP to lose weight to avoid endangering their health
- May want to look attractive to the opposite sex and so feel that dieting may lead to a healthier look and to appeal to others
- May want to make a choice and to lead a healthier lifestyle to improve how they look and feel/fitter
- Lose weight to have more self-confidence/feel better about themselves

Negative

- Dieting slows the metabolism (less energy and nutrients) which may make the person feel tired and unable to carry out certain tasks
- Nutritional deficits such as a lack of vitamins and calcium may lead to early osteoporosis, weakened thinning bones, and fractures
- Physical effects due to a lack of calories may include thinning hair, dizziness, lack of co-ordination, dehydration, high blood pressure and a loss in muscle tissue and strength
- Affect a person's emotional health (mind, intellect and mood) as the person may have less mental energy and ability to concentrate
- Regular dieting is also linked with increased rates of depression which may affect home, school/work life and lead to possible early death
- May develop an eating disorder which may become a fixation/obsession which may affect all aspects of a person's health
- May damage major organs such as the heart which may have a lasting impact on the individual

Candidates may refer specially to eating disorders such as bulimia, anorexia and obesity.

(Double lined spacing to be included for Q 5)

Or any suitable alternative

Award **[0]** for responses not worthy of credit

Level 1: ([1]–[4])

Answers may focus only on a few of the positive or negative factors which may be related in a superficial way. The organisation and presentation of material may sometimes lack clarity and/or coherence. The use of specialist vocabulary is limited or inappropriately used. Spelling, punctuation and grammar may contain a number of inaccuracies and be such that the intended meaning is not always clear.

Level 2: ([5]–[7])

Answers may focus on some of the positive or negative factors which may be related in a relevant way. Relevant material is organised appropriately and presented with sufficient clarity and coherence. There is some use of appropriate specialist vocabulary. Spelling, punctuation and grammar are sufficiently accurate to ensure clarity of meaning.

Level 3: ([8]–[10])

Answers will provide detailed analysis and will focus on both positive and negative factors which will be related in an accurate and relevant way. Relevant material is organised and presented using an appropriate form and style of writing. There is a high degree of clarity and coherence. Specialist vocabulary is used in the relevant context and clarity of meaning is ensured through accurate spelling, punctuation and grammar.

AO3 [10]

**AVAILABLE
MARKS**

10

40**Assessment Objectives Grid**

	Q1	Q2	Q3	Q4	Q5
AO1	5	1	10		
AO2		4		10	
AO3					10